



Rationale for Physical Education



At Marton Manor Primary School, we believe that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. Our broad and balanced physical education curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations.

Through lesson time, specialist coaching and our broad range of sports clubs, we support pupils in developing skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination, fluency and safety. We also support pupils in developing an increasing ability to select, link and apply skills, tactics and compositional ideas.

The curriculum map ensures progression throughout the years which ensures the smooth transition between the key stages. Staff are familiar with curriculum map and are trained to understand the expectations. The curriculum offers a coherently planned sequence of topics to help teachers ensure they have progressively covered the requirements of the PE National Curriculum.

In Nursery and Reception, physical education is delivered through the continuous access of the outdoor environment and equipment. This gives children time, opportunities and space to practise the skills set out in the early years foundation stage framework.

Children are encouraged to take risks, be active and make healthy choices. Staff support children to develop their fine and gross motor control, co-ordination and to handle equipment and tools effectively in positive, relevant ways. The children have continuous opportunities to ride bikes, climb, balance, move to music and develop basic ball skills. This lays the physical foundations for our youngest children, which they will then continue to develop through formal sessions in KS1.

When developing the curriculum map a number of considerations are constantly taken into account to ensure that planning considers the development of individuals, physical resources, external agencies and environmental factors.

Progression of skills - In September the first element Key Stage 1 carry out are fundamental movement skills. Key Stage 2 complete sports hall athletics. Both of these elements contain the foundations movement skills and patterns that will run through the full key stage and are the 'building blocks' upon which future development will be built. These elements include gross motor skills such as running, balancing, kicking etc. These skills are the basis for all physical activity that we do in sports, dance, gymnastics and other physical recreational activities. The children are encouraged to continually develop the fundamentals and become increasingly competent and confident in a broad range of sports and activities. If children can develop these skills early in the year they are more likely to continue to be implemented and improved in all physical activities throughout the year.

With topics planned in this way children are able to apply and develop a broader range of skills, learning how to use them in different ways and link them to actions and sequences of movement. Pupils are taught to enjoy communicating, collaborating and competing with each other.

Key factors influencing the planning of our physical activity plan for the year

Facilities: indoor or outdoor. The availability of the hall during certain times of the year can influence topics. For example gymnastics are carried out in the sports hall as this is a closed, controlled environment that ensures complex movement patterns are carried out under supervision at all times and are taught during the winter when the weather is changeable.

Seasonal sports – We try to select sports to fit in with the sporting season. For example cricket is taught in spring 2 as the weather is warmer and lessons can be taught outside. As this is also the

start of the cricket season, this not only offers the children to experience sport within school, it also offers opportunities for them to join local clubs to further their development. The children will also be able to watch live games and televised games which may inspire them

Coaching or CPD – we offer a wide range of coaching for the children as well as CPD for staff. This may mean that we need to plan topics around the availability of the coach. .

Competition calendar – as some of the topics are planned around the seasonal sports these tend to fit into the Middlesbrough schools sports calendar. By delivering topics around these it gives our children the chance to use, apply, develop and improve learnt skills in match situations. For example netball is taught in spring term with a competition being held in spring 2

Swimming – Children in Year 4 and 5 attend swimming . The allocation of swimming sessions is made through the leisure centre and availability of the pool determines when this is planned into the curriculum. It is taught as a two week block to allow for a more intensive experience. This also allows them to develop the physical attributes of strength, stamina and co-ordination. A small number of year 6 pupils who have not achieved the national curriculum expectations of being able to swim 25 metres will also attend.

Outdoor education – this is usually taught in a block of a week on a residential visit and children are all given the opportunity to have at least one experience of this during key stage two. This allows them to try new and adventurous activities and to enjoy the experience of living in dormitory accommodation, cooking healthy food and sharing tasks. All these activities are designed to promote independence, resourcefulness, teamwork and leadership as well as developing an awareness of safety, managing equipment and clothing resources as well as problem solving, following instructions and developing respect for themselves and others. These visits are not seasonal. They can take place at any time of the year allowing pupils to develop an appreciation of the impact of the elements on activities and equipment.

Day visits are also arranged to fit in with availability of venues, instructors and financial constraints. These may be in response to a linked topic e.g. geography fieldwork or part of our sports week activities.